DOCUMENT RESUME

ED 051 399 VT 013 222

TITLE	Cooperative Day of Planning III.
INSTITUTION	National Advisory Council on Vocational Education, Washington, D.C.
PUB DATE	7 Nov 70
NOTE	47p.; Report on the Joint Meeting of the State and National Advisory Councils on Vocational Education (3rd, Washington, D.C., November 6-7, 1970)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Advisory Committees, *Cooperative Planning, Educational Planning, Educational Problems, National Organizations, *Planning Meetings, *Program Planning, Speeches, State Agencies, *Vocational Education
IDENTIFIERS	*National Advisory Council on Vocational Education

ABSTRACT

The Third Joint Meeting of the State and National Advisory Councils on Vocational Education was held in Washington, D.C. on November 6-7, 1970. Attended by representatives of 47 states, the meeting dealt with mutual activities and with legislation affecting vocational education. Special attention during the meeting was focused on proposed manpower legislation, regional activities, innovative projects, relationships with state agencies and community projects, and the National Council's public information project. This report summarizes the main areas of concern, and includes texts of all major resolutions and speeches. (GB)

ED051399

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COOPERATIVE DAY OF PLANNING III

A Report on the Third Joint Meeting of the State and National Advisory Councils on Vocational Education

November 6-7, 1970 Washington, D.C.

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CONTENTS

Introduction

Summary of Major Resolutions Acted Upon

. Manpower
    Background
    Presentations
    Discussions
    Resolutions Adopted
    Follow-Up
. Appointment of the Associate Commissioner, BAVTE
. Plans for the AVA Convention
. Advance Funding for SACVEs
. Full Funding for SACVEs

Summary of Discussion on Areas of Mutual Concern

. Regional Efforts of SACVEs
. Innovative Projects of SACVEs
. NACVE Public Information Project
. Discussion Groups: SACVE Relationships with Community Groups and State Agencies
. Evaluation

Text of Speeches and Summary of Related Discussion

. Remarks by Mr. Hugh Calkins, Chairman, NACVE
. Remarks by Dr. Edwin Rumpf, Director, Division of Vocational and Technical Education, BAVTE
. Message from Secretary of Health, Education and Welfare, Elliot Richardson
. Remarks by Mr. Samuel Burt, Director, Business Council for International Understanding, the American University
. Remarks by Mr. Sherwood Dees, Director, Technical and Vocational Education, Illinois
. Concluding Remarks - Dr. Calvin Dellefield, Executive Director, NACVE

List of Delegates in Attendence

COOPERATIVE DAY OF PLANNING III

A Summary of the Joint Meeting of the State and National Advisory Councils on Vocational Education, November 6-7, 1970
Washington, D.C.

INTRODUCTION

The State and National Advisory Councils on Vocational Education, created by Congress through the Vocational Education Amendments of 1968, were designed as independent boards to advise on the planning, operation and evaluation of vocational education throughout the country. At the time of their creation, the State and National Advisory Councils agreed that it would be mutually beneficial to meet semi-annually to discuss major issues and exchange information and ideas. The first joint meeting of the State and National Advisory Councils was held in November, 1969 and the second in May, 1970.

The Third Joint Meeting of the State and National Advisory Councils on Vocational Education was held in Washington, D.C. on November 6-7, 1970. Attended by representatives of 47 States, the meeting dealt with the Council's mutual activities and with legislation affecting vocational education. Speakers included Dr. Arthur Lee Hardwick, Associate Commissioner, BAVTE, Mr. Hugh Calkins, Chairman, NACVE, Mr. William Simmons, Deputy Superintendent for Government Affairs and Fiscal Planning, Detroit Public Schools, Mr. Samuel Burt, Director, Business Council for International Understanding Program, American University and Mr. Sherwood Dees, Director, Technical and Vocational Education, Illinois. In addition, several Congressional staff members addressed the group with regard to pending legislation: Mr. Richard Johnson, staff, Senate Select Subcommittee on Manpower and Poverty, Mr. James Harrison, Legislative Assistant, Office of Congressman James G. O'Hara (D-Mich), Mrs. Patricia Hogue, Legislative Assistant, Office of Congressman William Steiger (R-Wis) and Mr. Pat Brehne, Administrative Assistant to Congressman William Scherele (R-Iowa). A message from Secretary of Health, Education, and Welfare Elliot Richardson was also read to the group. Special attention during the meeting was focused on proposed manpower legislation, regional activities of SACVEs, innovative projects of SACVEs, SACVE relationships with State agencies and community groups, and the NACVE public information project.

This report summarizes the main areas of concern of the meeting. It includes texts of all major resolutions and speeches. It is my hope that this report will be useful to you in following the progress of the Advisory Councils and of the issues with which they are concerned.

Calvin Dellefield
Executive Director
National Advisory Council

COOPERATIVE DAY OF PLANNING III

Summary of Resolutions Acted Upon

SUMMARY OF MAJOR RESOLUTIONS ACTED UPON

MANPOWER LEGISLATION

Perhaps the greatest area of immediate concern for those assembled at the joint meeting of the State and National Advisory Councils on Vocational Education was the manpower legislation then pending in Congress (H.R. 19519). At the request of the State delegates, the original agenda for the joint meeting was altered in order to allow more time for the discussion of manpower legislation. The following summary includes background information on the manpower bill, the texts of presentations on the bill, a summary of discussion of the bill, and the text of the delegates final resolution and letters of guarantee responding to that resolution.

Background

The Congress had been considering manpower legislation since the summer of 1969 in an attempt to devise a manpower delivery system which would cater more to local needs and which would eliminate many of the administrative tangles encountered in previous legislation. On April 20, 1970, Mr. Hugh Calkins, Chairman, NACVE, Dr. Robert Worthington, Chairman, Committee on Manpower Legislation, NACVE, and Dr. Calvin Dellefield, Executive Director, NACVE, testified on manpower legislation before the House Education and Labor Select Subcommittee on Labor. In its testimony, the Council stressed the need to expand the concept of local planning in order to focus efforts on reducing the flow of untrained youth as well as reducing the pool of unemployed. The Council also recommended that the authority for implementing the local plan be expanded to include representatives of the educational community such as the Superintendent of Schools and the heads of the appropriate postsecondary career development institutions.

In mid-August, the Senate Labor and Public Welfare Committee issued a 135-page report in which it rejected the Administration's proposed Manpower Training Act and instead recommended passage of the committee's own Employment and Training Opportunities Act (S. 3867). In its report, the committee referred to the testimony of the National Advisory Council and said, "The committee was especially impressed by the testimony of a number of educational spokesmen...Hugh Calkins of Cleveland, Ohio, Chairman of the NACVE, presented dramatic testimony of how the 'pool' of unemployed people...remains almost constant because a steady flow of school dropouts replaces those who are successfully served by manpower training programs." The committee report goes on to cite Mr. Calkins' testimony as the impetus behind the inclusion in the bill of Manpower Services Councils which would allow vocational educators and other concerned groups to aid the mayor in the development of a city's manpower plan. The main features of the Senate bill include: A large scale public service employment program, special manpower programs for Indians, migrants, and bilingual individuals, and a system of decentralized prime sponsors to allow for local planning. In addition, the Senate bill includes a categorization of manpower programs to be funded.

The Senate bill was passed by a vote of 68 to 6 on September 16. There were no amendments and the bill was sent to the House of Representatives for committee consideration. Unexpectedly, the bill received immediate attention in the House and was favorably reported out by the Rules Committee and scheduled for a vote on October 14. The bill reported was entitled the Comprehensive Manpower Act (H.R. 19519) and differed from the Senate bill in several respects, including elimination of categorization and special programs for Indians, migrants, older workers and bilingual individuals. Although this bill received Administration endorsement, it failed to come to a vote on October 14 because of delaying tactics used by the bill's opponents. It was postponed until the House returned from its election recess and scheduled for vote on November 17.

Presentations

Because of the scheduled vote on the House manpower bill and the States' enormous concern with this legislation, several unscheduled speakers were invited to the joint meeting to explain the implications of the proposed legislation. The following are summaries of the remarks made by the speakers on major concerns of the Advisory Councils.

Mr. Richard Johnson, Counsel to the Select Subcommittee on Manpower and Poverty, United States Senate:

Background: Approximately twenty hearings were held on manpower legislation in the Senate. After seven months of hearings, there were two months of mark-up sessions in an attempt to produce a bill which would reconcile the major interests of all concerned groups. The resulting bill replaces the Administration's State-employment-service-oriented legislation with a system of prime sponsors which allows for flexible local planning. The major component of the Committee reported bill is a public service employment section, to which one third of the total funds will be allocated. The funding levels in the Senate bill, which will become effective on July 1, 1971, are: $2 billion for fiscal 1972; $2.5 billion for fiscal 1973; and $3 billion for fiscal 1974.

Education's Role: Sec. 105(a)(b) of the Senate bill provides for the utilization wherever feasible of those services and facilities which are available with or without reimbursement from Federal, State and local agencies. Vocational education is specifically mentioned, as are area skill centers, local education agencies and postsecondary training institutions. It is a matter of record that education will be heavily involved in the delivery of manpower services under this bill.

Local Planning: Cooperative action among educators and manpower personnel on the local level is assured by the Manpower Services Councils. These councils, whose creation was largely a result of the testimony of Mr. Hugh Calkins, Chairman, NACVE, will deal with questions of public service employment, inventory of needs, certification of goals, evaluation and provision of manpower services, including training and

supportive services. A State must not only set up a Manpower Services Council if it desires to be a prime sponsor; it must also detail in its plan the role it will give to such a council. Therefore, the bill has built in a mandatory role for the councils, as well as the mandatory representation of vocational education on the councils.

Obviously, the role of the councils will vary from State to State. In some areas it will not only participate in the development of the mayor's manpower program but will actually have the major responsibility for the implementation of that program. In other areas, its role will be primarily advisory. In all cases, however, the councils will be powerful bodies, not merely rubber stamps for the mayor.

Other councils established by this bill include a National Advisory Committee on Manpower and an interagency committee with representatives from HEW, DOL, and OEO. What has really been done here is to combine and consolidate MDTA and the Economic Opportunity Act, giving the resulting bill the funding which these two previous pieces of legislation would have had together.

The Role of the Secretary of HEW: It is clear that since the development of the manpower legislation in 1962, the Department of Labor has developed a Manpower Administration which has been viewed by both past and present Administrations as the primary focus of manpower responsibility. The Congress insists, nonetheless, that when services of a health, education or welfare character are involved, the Secretary of HEW must be directly involved. His concurrence is needed wherever institutional training, basic or general education, health services or training for the professions is involved. Moreover, the Secretary of HEW must concur, both in the development of guidelines, and regulations, and as years go on, in the approval of the services that are being incorporated into manpower programs.

Duplication of Effort: This legislation is attempting to bring together in a partnership those talents throughout the nation which can build the services needed to meet the problem of providing meaningful employment. No detrimental duplicity results from this legislation. There are a variety of ways of doing things and, despite the fact that in an organizational sense it may not always look neat, funding of programs by different agencies and using different mechanisms for delivery results in a healthy competition which can benefit the ultimate recipients of the services.

Mr. Pat Brehne, Administrative Assistant to Congressman William Scherle (R-Iowa)

Role of the Secretary of HEW: The Secretary of HEW does not play a significant role in this bill. Except for the spending requirement for public service employment, the bill could be described as follows: "The Department of Labor is hereby authorized to spend $7.5 billion for whatever manpower training programs it wishes to conduct in any manner it sees fit."

Opposition: Congressman Scherle objects to this bill and was one of the three committee members to vote against it. His objections fall into two categories: (1) the turning over of manpower to the Secretary of Labor with no restraints on how the programs are to be run and (2) the enormous funds earmarked for public service employment. This bill means that a minimum of almost $1.5 billion over the next three years will be drained away from meaningful job training and dumped into public service employment. Under this bill, these funds will be spent regardless of whether or not a need exists.

Mrs. Patricia Hogue, Legislative Assistant to Congressman William Steiger (R-Wis)

Background: In May of 1969, after a year and a half of work, Congressman Steiger introduced the first comprehensive manpower bill in the House. In June, another comprehensive manpower bill was introduced by Congressman James O'Hara (D-Mich) and in August the Administration's manpower bill was introduced. The House Committee on Education and Labor held twenty-seven days of hearings on this legislation. A good deal of the emphasis on vocational education in the present bill is a result of the testimony heard at these hearings.

The Role of the Secretary of HEW: The word "concurrence" with regard to the Secretary of HEW, means, according to the dictionary, "a power equally held, or a claim shared equally, accordance in opinion, agreement, cooperation, combined action, effort." In the bill, Sec. 108 clearly states that the Secretary of HEW will participate in the establishment of rules, regulations and guidelines for the bill. It also states that the Secretary of Labor cannot provide financial assistance for services of a health, education, or welfare nature under this title unless he shall first have the prior concurrence of the Secretary of HEW.

Duplication of Effort: The Manpower Services Councils will play a large role in the planning of a city's manpower program, as well as in the implementation of that program. This is an effective guarantee against the establishment of a separate school system and duplication of effort.

Mr. James Harrison, Legislative Assistant to Congressman James G. O'Hara (D-Mich)

Education's Role: The delivery system in this bill does not substantially change what has been going on under MDTA. The same people who have done the work in the past will be doing it under this bill. Educators will be carrying the major load of work, not because the legislation says so, but because they are the most competent group to do it. There are six main provisions in the bill which guarantee the participation of education, and in particular, of vocational education in the delivery of manpower services:

Sec. 104(b)(2) requires that the vocational education agency be represented on the Manpower Services Councils. This constitutes more legislative protection than the vocational education agency has under MDTA.

Sec. 105(b)(6) requires to the extent appropriate that local services already available be utilized. In particular this section cites the local vocational education agency. This provision means that where vocational education is doing its job, it will be used; where it is not doing its job, the prime sponsor has the freedom to turn to other agencies.

Sec. 108 requires the concurrence of HEW for any financial assistance in services of a health, education or welfare character.

Title 401 requires an agreement between Labor and HEW with regard to institutional training under 104.

Sec. 504(d) provides a 20% incentive for prime sponsors who create links with the vocational education agency. Here, the Congress is saying, that if you work things out with the local vocational agency, you will receive up to 20% more than you might get otherwise. This funding incentive device is a big step forward for vocational education.

The Meeds Amendment requires that both the Secretaries of Labor and of HEW, as well as the Commissioner of Education, report to the Congress on the degree to which linkages with vocational education have been created under this legislation.

The Role of the Secretary of HEW: The House bill is quite clear on the role of the Secretary of HEW. It clearly states that the Secretary of Labor cannot spend any money of an educational, welfare or health nature unless the Secretary of HEW concurs and verifies his concurrence with a signature. Concurrence does not mean consult, it does not mean sending a carbon copy after the fact; it means that the Secretary of HEW must agree and sign before any action can be taken or any money spent.

Duplication of Effort: This bill does not prevent duplication; no bill ever will. There will always be duplication simply because there is no rational way to separate all of these component services and neatly package them so that every person who stands in need of any manpower service can get it from one source and one source only. What we are trying to do with this legislation with regard to duplication is to take the dozen or so existing categorical programs and to designate a range of authorities for them. We are asking people to package a program at the local level which will meet local needs and we are asking that these programs be approved by the Secretary of Labor with the concurrence of the Secretary of HEW and the Director of OEO. We hope this system will minimize duplication; it will not eliminate it.

Discussion

Following the presentations on the manpower bill, the delegates discussed the implications of the bill. Of major concern were the role of the Secretary of HEW and the role of education in the delivery of manpower programs. There was fear that given a choice, the Labor Department would not go through the established school system in providing manpower services and would, instead, establish a separate system of education. The net result would be a dual school system, one, administered by educational agencies dedicated to training the "successful student," and the other, administered by manpower agencies dedicated to training the "unsuccessful student."

An Ad Hoc Writing Committee was established to develop several recommendations which the group of delegates could act on with regard to this legislation. The Writing Committee consisted of: Mr. Edward Mitchell, Chairman, Alabama SACVE; Dr. Jack Michie, NACVE; Mrs. Louis Bachman, NACVE and Chairman, Delaware SACVE; Dr. Joseph Tuma, Chairman, Michigan SACVE: and Dr. Jerry Dobrovolny, NACVE. On Saturday, November 7, the Writing Committee presented its resolutions to the delegates.

Resolutions

The following resolution was passed by a roll call vote of thirty-one in favor, one opposed, and twenty abstaining or not responding:

> In view of the fact that both the present manpower and vocational education legislation can continue in effect until fiscal year 1972, the representatives of the State Advisory Councils on Vocational Education present at the November 7 meeting of the State and National Advisory Councils recommend that the Congress postpone further consideration of H.R. 19519 (Comprehensive Manpower Act) until the proposed legislation can be reviewed in light of the evaluation requests made of the Department of Health, Education, and Welfare, the Department of Labor and the Office of Economic Opportunity by Mr. John Ehrlichman, Assistant to the President for Domestic Affairs.
>
> The representatives of the State Advisory Councils present further recommend that, based on the results of the aforementioned evaluation, the Congress enact a comprehensive piece of legislation dealing with occupational education in all its aspects, such legislation to include but not be limited to, the role of vocational education, manpower programs and the Office of Economic Opportunity in occupational training.

By a show of hands, with Maryland and Wisconsin dissenting, the delegates passed the following resolution:

> If Congress decides to act on H.R. 19519 before studying the evaluation recommended by Mr. Ehrlichman, the repre-

sentatives of the State Advisory Councils on Vocational Education recommend the following:

A. that the term "prior approval with regard to policy, planning and programs" be substituted for the term "concurrence" in Sec. 108(a) and wherever else the term "concurrence" appears in H.R. 19519 with regard to the role of the Secretary of HEW.

B. that support be given to Sec. 525(a) and 525(b) of H.R. 19519 providing for reports to the Congress by the Secretaries of Labor and Health, Education, and Welfare regarding the utilization of educational institutions and agencies in manpower programs; and the report to the Congress by the Commissioner of Education regarding the incorporation of vocational education in the general educational system.

C. The representatives of the State Advisory Councils present further express their hope that the intent of coordination between vocational education and manpower programs established in this section will be carried through in the operation of all provisions of this bill.

C. that an amendment be adopted to authorize sufficient funds to the Department of Health, Education and Welfare and State educational agencies for the implementation of education's role under this bill.

Follow-Up

The Councils' concerns and resolutions were communicated to the Secretary of HEW, to Mr. Malcolm R. Lovell, Jr., Assistant Secretary for Manpower, and to the sponsors of the House bill. In meetings with the representatives of the National Advisory Council, all parties expressed their concern with the issues raised by the State and National Councils. In order to guarantee the role of education and of the Secretary of HEW in manpower programs, letters of assurance were sent to the National Advisory Council. To further stress their commitment to an active role for education, the above parties agreed to have their guarantees publically cited and printed in the Congressional Record. The letters of guarantee received by the National Advisory Council and subsequently reprinted in the Congressional Record on November 17 follow:

"Mr. Hugh Calkins
National Advisory Council on Vocational Education
Washington, D.C.

Dear Mr. Calkins:

It has come to our attention that members of the National and State Advisory Commissions on Vocational Education have expressed some concern over the legislative intent of some of the provisions of H.R. 19519, the Comprehensive Manpower Act. For the benefit of your membership, as well as that of the State Advisory Commissions, we would like to comment on these questions.

James G. O'Hara

William A. Steiger

First, some concern has been expressed over the meaning of 'concurrence' as used in H.R. 19519. Sec. 108(a) of H.R. 19519 states that 'the Secretary of Labor shall not issue rules, regulations, standards of performance or guidelines with respect to assistance for services of a health, education or welfare character under this title and he shall not provide financial assistance for services of a health, education, or welfare character under this title unless he shall have first obtained the concurrence of the Secretary of Health, Education and Welfare. Such services include but are not limited to basic or general education; educational programs conducted in correctional institutions; institutional training; health, child care and other supportive services; and new careers and job restructuring in the health, education, and welfare professions.'

The phrase 'The Secretary of Labor shall not issue rules...shall not provide financial assistance...unless he has first obtained the concurrence of the Secretary of Health, Education, and Welfare' cannot reasonably be interpreted to mean anything <u>but</u> that the Secretary of Health, Education and Welfare must give his <u>prior approval</u> before the Secretary of Labor can do those things.

It seems to us that the very words of the legislation thus leave no room for doubt that the intention of the bill and of its sponsors is that the Secretary of Health, Education, and Welfare will take positive action on such matters, not merely give them passive acknowledgement.

The second assertion which has been brought to our attention is that this bill somehow conceals an intent to create a 'dual school system'. This is without foundation.

The Committee Report addresses itself to that fear, and seeks to show that any such concept is foreign to the intent of the sponsors of this legislation.

The Congress has repeatedly rejected the notion of a 'dual school system' and sponsors of this bill join in that rejection.

In fact, far from making a 'dual school system' possible, the bill is replete with provisions for linkages with existing vocational educational institutions. Section 104 requires vocational educators to be a part of the manpower councils which develop comprehensive plans for the prime sponsor. Sec. 106(b) requires the use of existing educational services and facilities, to the full extent appropriate. Section 504(d) provides a financial incentive to prime sponsors to create and utilize linkages with existing vocational education institutions. Sec. 525 provides for two separate reports on the utilization of such existing institutions.

In conclusion, then, we hope this letter will clarify what had seemed to us to be the obvious intent of H.R. 19519.

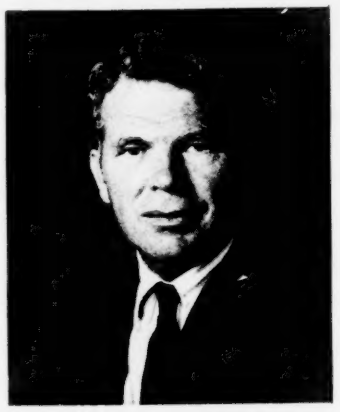
Very truly yours,

JAMES G. O'HARA
Member of Congress

WILLIAM A. STEIGER
Member of Congress"

"Mr. Hugh Calkins, Chairman
National Advisory Council on Vocational Education
Washington, D.C.

Dear Mr. Calkins:



The proposed Comprehensive Manpower Act (H.R. 19519) is an unparalleled opportunity to strengthen the partnership between manpower programs and vocational education in the development of our Nation's manpower. I want to assure you (and other vocational educators who may have expressed their concern) that the Department of Labor is committed to the fullest utilization of mainstream educational institutions under the Administration-supported bill.

As one who has served both the educational system and manpower programs in my public life, I share the aversion to the possibility that a 'dual school system' might ever emerge--one serving the advantaged middle-class, the other serving the poor and disadvantaged. General educational and occupational skill training opportunities must be part of a continuous process, available to all citizens as best suits their individual needs.

The Department of Labor has taken careful steps to assure that the Nation's vocational educators are integral partners in planning and implementing a comprehensive manpower system. At the State and local level representatives of general and vocational education programs and post-secondary training must serve on the Manpower Services Councils. Responsible to the Governors and Mayors (or other local elected officials) serving as prime sponsors, these councils will have major roles in planning and evaluating local manpower programs. Through Federal regulations it will be clear that the educational community must be represented on these councils by officials such as the Superintendent of Schools, the Director of Post-Secondary Education, and others who have major and substantive responsibility for the community's educational programs.

Second, State and local prime sponsors will rely upon existing vocational education facilities, area skill centers, post-secondary technical schools for the provision of institutional training and basic and remedial education under a community's comprehensive manpower program. The proposed Comprehensive Manpower Act contains strong safeguards against the duplication of facilities and programs or the utilization of the existing educational resources to less than their full capability.

As evidence of the Labor Department's commitment to this policy, it was through our initiative that the incentive funds set aside to stimulate exemplary linkages between manpower programs and vocational education were more than doubled over the level allowed under the Senate's manpower bill. We view these funds (up to $75 million under a $2 billion authorization) as offering an opportunity for very creative and innovative programs.

We strongly support the requirement, introduced by Congressman Lloyd Meeds, that the Department of Labor and the Department of Health, Education and Welfare report to Congress early in the process on the extent to which the vocational education agencies are being utilized under the Comprehensive Manpower Act. We also fully support the intent of the special report, to be prepared by the Commissioner of Education, on the integration of vocational and general education objectives throughout the Nation's school systems. Effective vocational orientation and preparation at the earlier stages of a child's life would obviate the long-term need for many of our adult manpower training efforts.

Finally, the Comprehensive Manpower Act requires the concurrence of the Secretary of Health, Education and Welfare in any actions under the Act of an educational nature. This responsibility extends both to the development and issuance of rules, regulations, guidelines, or standards of performance which would affect educational programs and the approval of the educational and institutional training components of annual comprehensive program plans and individual project grants.

We recognize that HEW will require effective staff capability both nationally and in its regional and field offices to carry out this major responsibility. I want to assure you that the Department of Labor will lend its vigorous support to HEW's staffing requirements under the Comprehensive Manpower Act.

As both Assistant Secretary of Labor for Manpower and one who is vitally concerned with vocational education, I look forward to new challenges and opportunities for creative partnership under the Administration-supported Comprehensive Manpower Act.

Sincerely,

MALCOLM R. LOVELL, JR.
Assistant Secretary for Manpower"

"Mr. Hugh Calkins, Chairman
National Advisory Council on Vocational Education
7th and D Streets. S.W.
Washington, D.C.

Dear Mr. Calkins:

The Department of Health, Education and Welfare strongly supports the proposed Comprehensive Manpower Act (H.R. 19519). This proposed piece of legislation will assist the Department to make vocational education more effective in meeting the manpower needs of our nation. It will provide a vehicle for vocational educators to act as partners in the planning and implementing of a comprehensive manpower system.

I believe that the bill gives me the responsibility and the opportunity to review and clear all Federal rules, regulations, and standards of performance which could affect educational programs and other programs under the traditional purview of the DHEW. Pursuant to this authority we will exercise a pre-clearance on the above aspects of State plans and other program plans. The requirement of concurrence gives me the opportunity to ensure that program sponsors of manpower programs will look to existing vocational education facilities, area school centers and postsecondary technical schools to the full extent of their capability to provide institutional training and basic and remedial education under a community comprehensive manpower program.

I understand there has been some concern among the State advisory councils that this bill might create a 'dual school system.' I believe that this is without foundation.

The Department of Health, Education and Welfare must report to Congress early in the process of implementing this bill on the extent to which the vocational education agencies are being utilized. This report will provide the Congress with ample opportunity to see that its intent is fully carried out.

I am pleased to know of your interest in this bill and the active manner in which both the State and National Advisory Councils are carrying out their responsibilities under the Vocational Education Amendments of 1968.

Sincerely,

ELLIOT RICHARDSON
Secretary, Department of
Health, Education and Welfare"

The National Advisory Council on Vocational Education is gratified that, with the help of the State Councils, it was not only able to satisfy the recommendations made by the joint meeting of the State and National Advisory Councils, but was, in addition, able to secure, prior to voting, public guarantees which commit the Congress, the Department of Labor and the Department of HEW to maintain an active role for education in manpower programs.

On November 17, the Comprehensive Manpower Act was brought to the floor of the House for vote. Efforts for recommital failed and the bill passed by voice vote. It was then sent to a conference committee in order to reconcile differences with the Senate version. The final bill, as reported out of conference on December 8, however, retained little of the House version. A virtual reproduction of the Senate bill, it contained the catogorization of programs and the extensive public service employment provisions which the Administration so strenuously opposed.

The final bill was voted on in the House and the Senate on December 10. It passed the House by a narrow margin of 177-159, but passed the Senate easily by a vote of 68-13. Upon passage, the bill was sent to the White House for the President's signature.

On December 16, President Nixon vetoed the bill. In his statement following the veto, the President stated:

> ...I cannot accept this legislation which only perpetuates and extends the deficiencies in our manpower programs...
>
> ...The conference bill provides that as much as 44 per cent of the total funding in the bill go for dead-end jobs in the public sector. Moreover, there is no requirement that these public sector

> jobs be linked to training or the prospect of other employment opportunities. WPA-type jobs are not the answer for the men and women who have them, for government which is less efficient as a result, or for the taxpayers who must foot the bill.
>
> ...The conference bill raises the number of narrow purpose program categories from 14 to 22, whereas the Administration's proposal would have established a single, broadly based manpower program. These narrow categorical programs would continue to hamstring the efforts of local communities to adjust to change in their local needs. In dealing with manpower problems, the Federal government should help, but it should not always prescribe.

On December 21, the Senate upheld the President's veto. The vote of 48-35 to override, fell eight votes short of the required two-thirds. MDTA will remain in effect until 1972 or until new manpower legislation is passed in the Congress and signed by the President.

APPOINTMENT OF THE ASSOCIATE COMMISSIONER, BAVTE

Mr. Robert McKee, District of Columbia SACVE, moved that the delegates indicate their support of the recently appointed Associate Commissioner, BAVTE, Dr. Arthur Lee Hardwick. The following resolution was passed by voice vote:

> The assembled group recommends that a communication be sent to the Commissioner of Education congratulating him on the appointment of Dr. Arthur Lee Hardwick as Associate Commissioner, BAVTE, such communication to be drafted in the form of a letter from Dr. Calvin Dellefield, Executive Director, NACVE, representing the State and National Advisory Councils on Vocational Education.

PLANS FOR AVA CONVENTION

Mr. Warren Weiler, Executive Director, Ohio SACVE, moved that plans be made for the State Advisory Councils to meet during the AVA convention in New Orleans. The following motion was passed by voice vote:

> It is recommended that a room be set up for representatives of the SACVEs to meet informally during the AVA convention in New Orleans. A notice on specific arrangements will be sent to all State Advisory Councils.

ADVANCE FUNDING FOR SACVEs

It was moved that the resolution passed at the May 1970 joint meeting

with regard to requesting advance funding for State Advisory Councils on Vocational Education be submitted to the Office of Management and Budget. The resolution, which was passed by voice vote, reads as follows:

> WHEREAS, State FY budgets for education have to be established well in advance of the convening of State Legislative bodies;
>
> WHEREAS, local FY education budgets utilizing State funds have to be established in advance of State budgets for education;
>
> AND WHEREAS Federal FY funding has traditionally occurred six months after the State and local governments have had to submit their budgets, and where this in turn destroys any effective planning for the efficient utilization of Federal funds by the State and local governments:
>
> IT IS, THEREFORE RESOLVED: That the Chairmen and Representatives of the State Advisory Councils, and they do hereby, urge Congress to appropriate funds for education a FY in advance of the FY in which these funds will be expended.

FULL FUNDING FOR SACVEs

The following resolution was passed by voice vote of those present:

> The State Advisory Councils on Vocational Educaztion urge Congress to allocate the full funding prescribed for said councils in the Vocational Education Amendments of 1968 in order that said councils be able to carry out the duties assigned to them by law.

It was further moved and passed by voice vote that:

> Dr. Arthur Lee Hardwick's office be requested to prepare and distribute to all State Advisory Councils a full and clear explanation of the reasons for the current State Councils' budget reduction.

CONGRATULATIONS TO NACVE

The following resolution was passed by voice vote:

> The representatives of the State Advisory Councils on Vocational Education congratulate the National Advisory Council on its outstanding work in the field of vocational education. The State Councils especially commend

the National Council for the leadership it has shown in the field of vocational education on the national level and for the assistance it has rendered to the State Councils.

COOPERATIVE DAY OF PLANNING III

Summary of Discussion on Areas of Mutual Concern

SUMMARY OF DISCUSSION ON AREAS OF MUTUAL CONCERN

Regional Activities

Mr. Robert White, Executive Director, South Carolina SACVE, reported on the regional activities of the State Councils in the South. The first regional meeting was held February 4-5, 1970 in Nashville, Tennessee, with nine States represented. The meeting was primarily devoted to discussing the activities of the individual Councils and their plans for fulfilling their evaluation requirements.

A follow-up meeting was held in Clearwater, Florida on April 1-2. In addition to the States represented at the first meeting, Texas, Illinois, and the Center for Occupational Education in Raleigh sent participants. Dr. Calvin Dellefield, Executive Director, NACVE, also attended the regional meeting.

The Southern region's most recent meeting was held in Charleston, South Carolina on October 1-2. Ten States were represented by nineteen delegates. The main emphasis at the meeting was a post-mortem on the evaluation efforts by the State Advisory Councils.

All of these regional meetings follow a similar format: 1) They begin at noon the first day and end by late afternoon the following day in order that delegates only have to spend one night out of town. 2) There is no formal organization to the meetings and the responsibility for planning the meetings is done on a rotating basis. 3) Attendance is generally limited to Executive Directors or Chairmen, although members of several SACVEs have been present. 4) Materials are passed out at the meetings so that they can be shared with the entire membership of the State Council upon the Chairman or Executive Director's return. 5) While the general rule has been to hold semi-annual meetings, there is agreement that meetings can be called to discuss important issues at any time.

The Southern States' next regional meeting will be held in the Spring, 1971.

Mr. Irwin McKay, Executive Director, Colorado SACVE, reported on the regional activities of the Rocky Mountain States. One regional meeting has been held and was found to be very productive. The States in the Rocky Mountain area are dealing with a variety of important topics relating to vocational education. Arizona is studying the development of a State plan which would better reflect the needs of vocational education, and is looking into the retention rate of students in vocational education. Colorado is doing a study of vocational education in proprietary schools, as well as taking a look at the effectiveness of the area school concept. The Colorado Advisory Council is particularly concerned that serious attention be given to the improvement of guidance counseling. As a result of the Council's efforts, Colorado has hired ten new guidance counselors and ten new job placement counselors.

Idaho is considering the feasibility of a study of vocational schools. It is also seeking legislative action to define the responsibility of advisory councils and to permit them to testify at legislative sessions dealing with education. The State is also working with a public relations expert in an attempt to improve the image of vocational education. Kansas is trying to answer a series of questions dealing with the relationship of dollars spent by Federal, State and local governments for vocational education at the secondary school level.

The Federation of the Rocky Mountain States was formed some years ago as a non-profit organization attempting to pool regional efforts in various fields. The Board of Directors of the corporation is composed of the six governors of the Rocky Mountain States, six of the Directors of Development for the States, and twenty leaders from business and industry. This group is taking on the task of improving the image of vocational education in the Rocky Mountain areas.

The next regional meeting of the SACVEs from the Rocky Mountain States is tentatively scheduled for January in Phoenix, Arizona.

Mr. Andrew Moynihan, Executive Director, New Hampshire SACVE, reported on the regional activities of the New England States. Early in January 1970 a meeting of the Chairmen and Executive Directors of the SACVEs in the New England area was held at the New England Center for Continuing Education in Durham, New Hampshire. At the meeting an entire day was devoted to planning a combined six-State meeting of SACVEs. The meeting was scheduled for March 13-15 at the New England Center for Continuing Education in Durham.

The first session of the regional meeting on March 13 was presided over by the Chairman of the Connecticut SACVE Mrs. Catherine Tracy. A panel of participants, including Mr. Sherrill McMillen, BAVTE, Mr. Charles O'Conner, USOE, Region 2, Mr. Walter Verney, USOE, Region 1, discussed the role of the State Advisory Councils as conceived by the Office of Education. The next day's session was concerned with the role of vocational advisory councils as seen by the National and State Advisory Councils. Dr. Calvin Dellefield, Executive Director, NACVE, Dr. Robert Worthington, and Dr. Richard Allen, NACVE, participated in the discussion. That afternoon, the participants were divided into three groups. The first group considered the topic, "Working Relations with the States," the second group discussed evaluation; and the third discussed, "Changing Attitudes Toward and the Image of Vocational Education."

One of the important concepts resulting from the meeting, in which thirty-five SACVE members participated, was the decision to jointly support the Tydings Amendment. A resolution was drawn up in support of the amendment and was forwarded to the Congressional delegation of each New England State. The original was sent to Senator Tydings (D-Md).

Innovative Projects

Mr. Robert White, Executive Director, South Carolina SACVE, explained that the South Carolina SACVE is unique in that it is established and operated as an independent State agency. The South Carolina SACVE established its independent status by convincing other State agencies, including the Treasurer, the Auditor, Comptroller General, the State Personnel Board, the State Retirement System, etc., that this would be a feasible arrangement. In addition, the Council received an executive order from the Governor. This arrangement gives the Council greater status and frees it from restrictions imposed on employees of the State Department of Education. Moreover, the Council has not been encumbered by State rules or salary limitations and has been able to be entirely impartial in its judgements. Some problems, however, were not avoided by setting the Council up as an independent entity. The Council is still responsible for the same Federal and State rules with regard to expenditure and accounting of funds and the relationship with the Office of Vocational Education in the State is not any better or worse because of the Council's independent status. The major disadvantage of the Council's independent status is that it has no reserve cushion of State funds with which to start the new year. At the present time, the Council is operating under an agreement with the State Department of Education whereby funds are transferred to the Council as they come in. South Carolina has found its organizational arrangement very satisfactory and is convinced that the advantages to be found in working as an independent agency far outweigh any disadvantages.

Mr. William Nagel, Executive Director, Illinois SACVE, reported that the Illinois Council has 28 members and meets almost once a month, with several ad hoc committees meeting in between regular Council sessions. One of the most active ad hoc committees is the Evaluation Committee. Since last March, it has met four times to discuss the State's evaluation report and several possible studies for contracting. In addition, three full Council meetings were devoted to the subject of evaluation. Using the guidelines accepted at the May joint meeting of the State and National Advisory Councils, the Illinois Council wrote its evaluation report based on comments and input from Council members.

The Council has a study underway dealing with the source, management, and application of Federal funds used in Illinois for vocational and technical education. The report, which will be finished in about a month, shows an enormous amount of proliferation of funds and programs and duplication among the various State agencies. A second study, initiated by the Council deals with an exploratory analysis of program costs of selected occupational curricula in selected Illinois schools. This study is being done in conjunction with the State Board of Vocational Education, which is studying the post-secondary

level while the Council is dealing with the secondary level. The study will include information on: start-up costs, collection and analysis procedures, internal accounting programs, and relative differential costs. It is being done outside the Council office and will be ready in interim form in December and in final form in February.

Mr. Alton Ice, Executive Director, Texas SACVE, explained that his Council is incorporated in the Vocational Education Act which gives it status as a State agency. The legislation gives the Council visibility with the legislature and the executive branch of government at the same time that it enhances the Council's prestige with State agencies and the public.

The staff of the Texas Council is made up of three professionals, two secretaries, and one half-time professional. The staff is active and has undertaken the following projects: 1) serves as a member of the State CAMPS and the State branch of the vocational education task force; 2) sits with review panels on proposals for research and demonstration projects; 3) has speaking engagements; 4) attends seminars, in-service education, etc.; 5) submits the annual report to the Office of Education, another report to the Governor, and a bi-annual report to the State legislature; 6) publishes a monthly newsletter which is sent to approximately 1,500 people; 7) has developed a library dealing with its responsibilities; 8) did leg work for the Governor's conference, which had some 800 participants, 40 exhibitors and 18 associate sponsors; 9) is planning 14 regional grass-roots hearings throughout the State beginning in January, 1971; and 10) has produced a film, "The Future, My Destination" under a grant from the Hallifurton Foundation. In addition, the staff has made analyses of data of various aspects of vocational education in the State. Of particular interest to the staff is the problem of student placement, follow-up and information. In this context, the Council asked for a meeting of the junior college presidents and vocational education deans, along with the leaders of technical institutions. Dr. Kenneth Hoyt of the University of Maryland, a specialist in student research, also attended the meeting. Next week, the board will consider the Council's request to initiate Dr. Hoyt's program of follow-up in post-secondary institutions throughout the State.

NACVE Public Information Project

Mr. Walter Woodhull, Consultant, NACVE, explained that the National Advisory Council had set up a committee to establish pilot and model programs to create a more positive image for vocational education. In April, 1970, the Council started producing one-minute films in three target areas: Atlanta, Georgia, Cleveland, Ohio, and Portland, Oregon. In the following four months, six films were produced in Atlanta, three

in Cleveland and one in Portland. In New Jersey, 15 or 20 films have been produced without cost to the State; private employers, banks, etc. have paid for the films. Radio spots are used to supplement the television films. The subject matter of the films is the new look in vocational education. The purpose of the films is to show people what vocational education programs really are, and to create an interest on the part of the public in vocational education. In each city, box numbers or telephone numbers are posted at the end of each film so that people can get in touch with information centers which will supply them with specific information on vocational education programs.

The following films were shown to the SACVE delegates: a one-minute film on the Atlanta vocational technical school; a one-minute film from Portland on food service occupations; a one-minute film from Atlanta on trade and industrial education; a one-minute film from New Jersey on health occupations: and three films done in Indiana. Indiana has only recently joined in the cooperative effort with the National Advisory Council in the Public Information Project, but by November 13, six films will be ready for television spots in that State. In addition, the Indiana State Advisory Council is planning to contract either the Purdue University Public Opinion Poll or Tristate Advertising to assess the effectiveness of the public information campaign.

When a target area desires to join the Public Information Project, it pays a fee to the NACVE for Mr. Woodhull's traveling expenses. Mr. Woodhull then goes to industry and others to get funding for the films, writes the scripts, engages the producer, etc. The critical item in determining whether or not a State will get Mr. Woodhull's services, is whether or not it has facilities to follow-up the appeals made in the film. A State must have or be willing to establish a communications center which can handle the letters coming in as a result of the film and supply information on available vocational education programs in the State. All expenses, aside from travel, are paid by the National Advisory Council. Possible new target areas include Michigan, Kentucky and West Virginia.

Discussion Groups: SACVE Relationships with Community Groups and State Agencies

The delegates to the joint meeting were divided into seven discussion groups, each dealing with a different aspect of the SACVE relationship with community groups and State agencies. The following are summaries of the reports issued by the discussion groups:

Group I: Relationship with the Governor's Office

Mr. Harlan Geise, Executive Director, Iowa SACVE, chaired this group and Mr. Max Jobe, Executive Director, Maryland SACVE,

reported for the group. A good relationship with the Governor is essential to the working of the Advisory Council. The best way to achieve this relationship is for the Chairman to take the initiative and make contact with the Governor. In addition, ties should be established with the Governor's administrative assistants and other staff members, and there should be consideration given to the idea of having a representative from the Governor's office involved in some of the Council programs. The SACVE chairman should also have the responsibility of submitting a list of Council nominees for the Governor to consider for appointment. A Governor's Conference on Vocational Education is another way of involving the Governor in Council activities.

There are certain types of information which should be submitted to the Governor's office for good relationships, even if they are not required to be sent there by law. The annual report of the Council and the Council's evaluation document fall into this category. At all times, however, the Council should remain non-partisan in its release of information.

Group II: Relationship with State Superintendents

Mr. William Harrison, Executive Director, Tennessee SACVE, reported for the group. State Superintendents should be informed of the laws and regulations governing the responsibilities of the Advisory Councils. There should always be direct communication between the Advisory Council and the Superintendent and there should be no necessity for going through third parties. Superintendents should be kept well informed of the activities of the Council and should receive a copy of the minutes of all meetings. In addition, regular meetings should be held between the SACVE and the State Board and Superintendent. Superintendents should challenge the Councils to give independent appraisals of vocational education in the States and should call upon the Council for advice wherever feasible.

Group III: Relationship with Directors of Vocational Education

Mr. Andrew Moynihan, Executive Director, New Hampshire SACVE, reported for the group. It was suggested that the State Advisory Councils support the Director of Vocational and Technical Education in the promotion of programs by providing input and an objective voice in the development of vocational education in the State. It was further suggested that the Director be invited to attend all Advisory Council meetings. As a means of improving the relationship between the Council and the Director, the latter should not be involved in recommending appointments of Council members.

Group IV: Relationship with State Boards of Education

Mr. George McGorman, Executive Director, Delaware SACVE, reported for the group. The Councils should be encouraged to attend the meetings of the State Board of Education and to communicate with the Executive Officer of the State Board and his staff. If there is a specific item of importance, the Councils should request time on the agenda of the State Board meetings and should make a clear, brief presentation. It is also suggested that the Councils exchange minutes with the State Boards. Council members should also accept unofficial meetings, luncheons, etc. with State Board members and if possible should request that a liaison from the State Board attend Council meetings.

Group V: Relationship with Manpower and Labor

Mr. John Briscoe, Executive Director, New York SACVE, reported for the group. It was noted that many of the high ranking labor officials who are appointed to advisory councils do not attend the meetings. Therefore, it is often better to have a labor union training officer appointed who will attend meetings and make a real input. Labor organizations can make five major types of input to Advisory Councils: 1) ennunciate their needs with regard to the State educational program; 2) ennunciate the manpower needs of the State; 3) work to break down barriers to employment; 4) inform the Council of the apprenticeship quotas so that adjustments can be made in vocational offerings; 5) work to have unions open up short courses during the summer months so that vocational students can have on-the-job training.

Group VI: Relationship with the State Legislature

Mr. William Nagel, Executive Director, Illinois SACVE, reported for the group. Councils should organize legislative committees in recognition of the fact that politics does enter into education and that every education program must go through the legislative process. The Advisory Councils should develop good contacts with the committees of the legislatures and with their staffs. In addition, the Councils should be familiar with the State constitution and should be able to work with the constitution in pressing for desired programs. Legislatures must be addressed in terms of votes and dollars and key people must be informed before actions are taken by the SACVE.

Group VII: Relationship with Business, Industry, and Commerce

Dr. Joseph Tuma, Chairman, Michigan SACVE, reported for the group. Several States have taken steps to improve relationships

with the business community. Oklahoma has adopted the Otis Plan which is designed to provide general forecasting of training needs and to make vocational education responsible to those needs. Arkansas has been doing this type of work and has made substantial progress in the field. Michigan has engaged the Battelle Memorial Institute to project present and future needs in the field of occupational training, and Hawaii has included a component in its plans dealing with the subject of training needs.

It is absolutely essential that lines of communication be opened among business, industry and educators if accurate appraisal of labor needs are to be made. An exchange of information among Advisory Councils on effective methods for such communication would be most useful.

Evaluation

The panel discussion on evaluation originally scheduled on the agenda for the joint meeting was cancelled at the request of the States in order to allow more time for the discussion of manpower legislation. A paper on evaluation prepared by Mr. Joseph Clary, Executive Director, North Carolina SACVE, and read by Mr. William Nagel, Executive Director, Illinois SACVE, was, however, presented to the delegates. A summary of Mr. Clary's paper follows:

Last year, the State Advisory Councils were somewhat uncertain about what was expected in their evaluation reports to the Commissioner and the National Advisory Council. At the SACVE/NACVE meeting in November there was a request that some loose guidelines for the evaluations by the State Councils be established. As a result, an Ad Hoc Committee of the SACVE and NACVE was created. At the May, 1970 joint meeting this committee produced a set of five evaluation goals with a suggested format. These goals and format were adopted by the joint meeting with very few changes.

Several groups have made suggestions for guidelines for evaluation for FY 1971. The following are general summations of thoughts expressed on this subject:

- Action on guidelines for FY 1971 should be taken at the November 6-7 meeting.
- The guidelines from last year or similar ones should be used again.
- The evaluation goals should be reduced to two or three in number.
- Each State should add two or three special goals of its own choosing.

. The development of long-range goals should be encouraged.

. A later, more realistic submission date should be agreed upon.

The above suggestions have been submitted to the Ad Hoc Committee on Evaluation for its consideration.

COOPERATIVE DAY OF PLANNING III

Texts of Speeches

TEXTS OF SPEECHES

The joint meeting of the State and National Advisory Councils was fortunate to have a group of excellent speakers make presentations on topics of major concern. Mr. Hugh Calkins, Chairman, NACVE, discussed the progress made by the State Councils and vocational education in general during the past year. Dr. Edwin Rumpf, Director, Division of Vocational and Technical Education, BAVTE, explained the division's new reorganization and how he hoped this structure would improve services in the field of vocational education. Mr. William Simmons, Deputy Superintendent for Government Affairs and Fiscal Planning, Detroit Public Schools, made suggestions to the State Councils on how they might increase their input to legislation affecting vocational education on both the State and national levels.

Also speaking before the representatives of the State and National Councils was Dr. Arthur Lee Hardwick, Associate Commissioner, BAVTE. Dr. Hardwick commended the councils for their efforts in improving vocational education and discussed the major projects now being undertaken in the Bureau. Dr. Hardwick also discussed the implications of the then pending manpower legislation in which the State Councils had shown so much interest. Mr. Sam Burt, Director, Business Council for International Understanding Program, American University, documented the trials and tribulations of State Councils in a humerous speech entitled, "Seven Shrouds for the State Advisory Councils on Vocational Education." Finally, Mr. Sherwood Dees, Director, Technical and Vocational Education, Illinois, spoke to the delegates on the relationship of the SACVEs to other State agencies. Dr. Calvin Dellefield, Executive Director, NACVE, presented the concluding remarks.

The following are texts of the speeches made before the joint meeting on November 6-7. Dr. Hardwick and Mr. Simmons' remarks are not included because they were made in an extemporaneous fashion in response to questions from the group and written texts of the remarks are not available.

MR. HUGH CALKINS, CHAIRMAN, NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Remarks Before the Joint Meeting of State and National Advisory Councils

Thank you for coming to participate in our third conference. I think this is an auspicious year to be meeting to talk about vocational education. There is a great deal of evidence that the 1970s will go down in history as a decade of great progress in vocational education. Some of this evidence, I am sure is familiar to all of you.

One sign which impresses me deals with the question of public attitudes toward vocational education. The NACVE recently had some consultants looking into duplication in vocational education programs in three communities. They conducted 50 to 60 interviews in each of these communities and reported that there continues to be a widespread attitude that vocational education is second rate. The significant change, however, is that this was not the attitude of the people interviewed. Rather, it was a problem which the people identified and attributed to others, not themselves. I think this is an important change and one that indicates some change and progress in the area of attitude. It means that people are no longer rejecting vocational education as they did during the post-sputnik era. School administrators and many citizens are now saying, "There is a problem because people don't give enough value to vocational education."

Another bit of evidence which I think indicates progress in developing a positive image of vocational education is that the concept which we floated about a year ago, describing the problem of flow as well as the problem of pool, seems to have caught on. We now hear the phrase "flow and pool" from a lot of people, including many Congressmen. The flow-pool concept grew out of a conversation between representatives of the NACVE and then Secretary of Labor Shultz. One of Shultz's principal assistants used an accounting term and talked about the stock as distinquished from the flow; he indicated that the problem in our manpower programs is that we are spending all of our time worrying about the stock, that is, the people who are already unemployed, and not enough time worrying about the flow, that is, the people who keep coming into this group of unemployed.

Now, we thought that was an interesting concept and because we knew that there were more fishermen than retail clerks in Congress, we substituted "pool" for "stock" and started talking about how the country is worrying too much about the "pool" and not enough about the "flow." As soon as you start thinking about the flow you have to start thinking about vocational education. I think there is a great deal of evidence that the present Administration is persuaded that jobs are the major cure to poverty in the United States and that the name of the game in dealing with the poverty problem is to try to do something about the appalling number of young people who now reach the age of 18 or 19 or 20 without being equipped to hold a job. The fact that this problem is now at the forefront of people's thinking represents a remarkable change in attitudes and direction from the time when extremely little vocational education was being

conducted or considered for the poor, rural areas of this country or the inner-city slums. There is real reason to take hope from the fact that the close relationship between unemployment, poverty and lack of education skills has become so widely understood.

Another concept which I believe is receiving more attention now is what we sometimes call the Marvin Feldman concept. This is a little unfair to all of the people who have been working on the same idea for so many years, but Marv happens to be a member of our Council. His idea is that vocational education should not be a separate curriculum conducted in isolation, but that it ought to be diffused throughout the entire curriculum. If this were done, young children in elementary school could be exposed to the world of work, junior high students could gain a sense of relevance with regard to the purpose of education, and many high school students who are having trouble learning to read could deal with material related to working on an automobile rather than struggling through Shakespeare. This concept is enjoying widespread popularity in the United States today and will, I believe, be acted upon.

In my own State of Ohio there has been striking progress in making vocational education available to those who have not had it in the past. I do not think that Ohio is different from other States in this respect; Ohio spends so little on education that if it is being done there it must be happening elsewhere in the United States.

All of these signs that I have mentioned indicate that this is a good decade for vocational education. As we look at the outset of the decade, however, there are two major problems which the National Advisory Council considers paramount. I would like to mention these problems briefly because they are of equal relevance to the State Advisory Councils.

One of the problems I have already alluded to: How does vocational education relate to manpower programs? What can be done to make vocational education more effective in dealing with the problem of the flow? How can the enormous interest of Congress and the Administration, which is reflected in appropriations of several billions of dollars for manpower-type programs, be harnessed to improve vocational education?

The extent of overlapping, duplication, mutual criticism and lack of cooperation which was disclosed by the consultants doing the NACVE study was appalling. It is obvious that we need to develop a system which will permit the schools and the manpower programs to cooperate effectively in breaking down the barriers which separate the employment process from the educational process and which will extend cooperative education for the segment of our population which most needs it.

One of the basic recommendations which the National Advisory Council made to Congress was that a planning mechansim be developed at the local level which would require the mayor, superintendent of schools, somebody representing the postsecondary institutions, et. al. to agree on a plan for dealing with the flow. Under this system a city would only get money if the manpower people and the school people agreed to a comprehensive plan of action. We insisted that if the money were only available if an agreement were reached, an agreement would be reached very rapidly.

Congress has recognized the problem and has gone part of the way toward providing what we urged. While it has vested the major authority in the mayor, the Congress has required that he have an advisory committee and has left the door open for evaluation of this system on an annual basis. The development of effective cooperation between manpower and education is high on the SACVE dockets also, because in every State the problem of how to relate effectively the schools, which deal with the flow, to the manpower programs, which deal with the pool, is a major one. And in almost every State represented here, the same kind of mutual criticism and lack of cooperation which was found in the three cities studied by our consultants exists.

The second problem which is high on the docket of the National Advisory Council is: How can planning and evaluation, definition of objectives, measurement of achievement and objectives in vocational education best be carried out? We are dissatisfied, as I expect all of you are, with the present process. When the federal government writes hundreds of pages of regulations and guidelines, and then the States write hundreds of pages of meticulous responses, planning becomes a substitute for thought and is left to the lawyers and the clerks.

Starting from the premise that the State plan does not have to be as ludicrous as the present one, the National Advisory Council is trying to develop an alternative planning process. We have hired consultants to help us with this task. One of the consultants developed a model State plan for Alabama. The striking thing that showed up in Alabama's plan was that Alabama is already training about twice as many people in every job category as there are jobs in Alabama. This is due to the fact that Alabama is, in effect, training for the Atlanta job market, the Chicago job market and the Detroit job market because the young people in the State are leaving what is essentially a rural economy and moving into urban areas. What this fact tells us with regard to a State plan for Alabama is that listing the job requirements for Alabama and creating a school system which, with the community colleges and the private training institutions, trains the right number of people for Alabama, is the sheerest kind of nonsense. At the same time it is impossible for Alabama to produce a plan which anticipates the job requirements of Atlanta, San Francisco, Peoria and the rest of the country, and then feed them into a traditional plan for Alabama.

What the National Advisory Council thinks is that the State of Alabama should start with something much simpler: a statement of what should be accomplished in a five-year period in vocational education in Alabama.

I don't really know enough about Alabama to answer that question, but I am sure that the people who are here from Alabama could name four or five things that are crucial. For example, vocational education ought to be more available in the rural parts of Alabama. Or vocational education geared to low income groups in Birmingham should be more relevant. At the same time there are some schools in suburban Alabama which are not offering vocational education because of a status problem. There is also a problem of duplication. In other words, there is a list of four or five things that need to be done in Alabama. A rational plan for Alabama in 1970 would say that between now and 1975 the State is going to make significant progress in solving those problems. Such a plan would include the appropriate measures in determining how well the State is progressing

on those problems between 1970 and 1975.

This kind of approach to planning -- objective setting with an evaluation process -- is what the NACVE thinks makes sense. We plan to work on this approach at the national level and we would like to have your inputs on the State level. We are particularly interested in input directed at the problem of process, i.e., how the State plan should be done, and to the question of what kinds of objectives ought to be considered. In this context, I might suggest one kind of objective which does not really appear anywhere in the present Federal legislation. I refer to vocational education for women. Perhaps there ought to be a national objective to break down, in the next five years, the attitudes and habits which consider a whole range of occupations suitable for men but not women. We ought to look realistically at the number of women who are employed in production jobs in the economy and recognize that we ought to be enrolling women in what we used to call -- and I hope do not continue to call -- the trades and industries courses, not just in home economics and typing courses.

There are other similar kinds of things which we are presently overlooking but which ought to be included in the important national objectives for change in vocational education. I would hope that eventually it would be possible for the federal government and the States to have a dialogue in which it would be agreed that the money which is presently going to the State would be spent largely to accomplish the three or four objectives which the Congress thinks are important to vocational education nationally. In such a situation the federal government would recognize that the State has some problems of its own and would assume that the State would add its own goals to the three or four national objectives. Then the State would take its funds and the federal money and say to the local school districts, "Here is a group of seven or eight objectives which we intend to accomplish in vocational education. What we want from you is a plan which tells us what we are doing about these things and what other things seem important to you. We are not telling you that you cannot do what you think is important in your district. We are merely saying that in using State and federal money you must take into reasonable account the objectives that we have set."

In concluding my remarks today, I would like to say that we at the national level have been very much impressed with the quality of work that is coming from the States. I think the feedback we have seen indicates that the Advisory Councils agree that their primary function is to think. We are a group of laymen, unincumbered by specific administrative responsibilities. As such, our charge is to look at what is going on, think about it, and ask ourselves whether or not it really makes sense. We should ask what are the problems in the State? How can vocational education help solve those problems? What ought to be done in vocational education that isn't being done now and what ought not be done that is presently being done?

I think that the early reports from the Advisory Councils show that this is in fact what you are doing. If you continue to do that at the State level and we continue to do it at the federal level, I think that the experiment of creating a federal structure of Advisory Councils will seem to Congress to have been worthwhile.

Thank you.

DR. EDWIN RUMPF, DIRECTOR, DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION, BAVTE

Remarks Before the Joint Meeting of the State and National Advisory Councils

I appreciate the opportunity to be here. Mr. Calkins, members of the National Advisory Council and members of the State Advisory Councils here assembled, may I welcome you to Washington.

I know many of you have been here before. For those of you who haven't, I am sure there is a treat in store for you in our capital city of the nation. I would like to bring you greetings from the U.S. Office of Education. I understand that Dr. Hardwick is going to be here with you later this morning. Until such time that he can bring you greetings, may I do that in the interim.

I should like to take this opportunity to commend the National Advisory Council, particularly Mr. Calkins and the members of his group and Cal Dellefield who I feel are doing an outstanding job.

You who are new to this business, members of the State Advisory Councils, I think you have a wonderful opportunity here to become acquainted with the work of the National Advisory Council, with some of the work that is going on in vocational education here at the federal level and, of course, we hope that increasingly you will be able to guide the efforts of the people in the States as it relates to vocational and technical education. So many times people are given positions of responsibility, such as you have, and sometimes are not given a very clear orientation and indoctrination as to what their duties and responsibilities are. For those of you who don't quite know why you are where you are, may I suggest that you will find your basis for being in the legislation, in Section 104(b). I have always been impressed with the legal mind, particularly as represented by Mr. Calkins, and I am sure if you have any difficulty in trying to understand what some of your responsibilities are as they relate to the legislation, that he or some of the representatives of the National Advisory Council will be able to give you some assistance.

Earlier there was some reference made to evaluation and assessments. Let me say that I support everything that Mr. Calkins said in terms of the operation here and in terms of the operation around the country as I know it.

You may or may not know that according to the law you are to assist in advising the State on the development and policy matters regarding the administration of the State plan. I heartily second the suggestion made by Mr. Calkins that we should simplify the State plan process that is mandated in the legislation. I am sure you will find all of us eager to follow and take any lead of good, sound suggestions that you may make in this regard because I think when the planning process becomes more important than what actually is accomplished, then we better forget about some of the planning.

I think this was the message that Mr. Calkins was relaying to you. I think it is also important that we recognize that to the extent that the Advisory Councils can be supplementary and supportive of vocational education program and what is being done in the State, that this should be one of the objectives that you might have in mind.

But I would emphasize that the service that will be given or will be rendered to the youth and adults in vocational education around this country, that this is of prime importance, not whether the vocational education program per se is perpetuated in some way that might not be feasible, because unless we are accountable, unless we operate as effectively and efficiently as possible in terms of the constraints which we find that confront us, we are not going to be in business very long.

I think one of the important things facing not only the National Advisory Council, not only the State Advisory Councils, is this business of whether or not we work within a system. Believe me, it is going to take a great deal of educational statesmanship on our part, on the part of many people who have worked for many, many years, who have dedicated their lives to vocational education, to be certain that as we go through this period of change in the years ahead that we come out with the best possible means of providing educational opportunities for youth and adults in this country.

I say there is a tremendous challenge before you. I earnestly believe that the State Advisory Councils, along with the National Advisory Council, represent perhaps the greatest lever for change in this country as it relates to vocational education. You might not recognize the tremendous responsibilities that you people have assumed, even though some people might say it is simply an advisory way. Still I believe that you can be the greatest single force for change and for good as it relates to vocational education in the United States.

Let me close by quoting from Emerson. You know we think we are going through turbulent times. Many times we fail to see the direction that we should take, which is going to be the best for all of us. So I say, like Emerson did, that this time, like all times, "is a good one if we but know what to do with it."

Since I know some of you who are on the State Advisory Councils personally, and I would assume that the rest of you are of the same caliber, I would conclude by saying that I am confident that you people will know what to do.

Thank you very much.

MESSAGE FROM THE SECRETARY OF HEALTH, EDUCATION AND WELFARE

THE HONORABLE ELLIOT RICHARDSON

I am sorry that I am unable to be here today to greet you in person, but I do want to take this opportunity to welcome you to Washington and to commend you for the efforts which your Councils have made on behalf of vocational education.

We in the administration are extremely concerned with vocational education as an effective way to prepare young people for the world of work. We have been looking into the entire field of vocational education in the last few months. And I hope to be able to speak about this subject at length in the near future.

I look forward to studying the input of the Advisory Councils on Vocational Education and to working with them for the improvement of education at all levels in America.

Thank You.

MR. SAMUEL BURT, DIRECTOR

BUSINESS COUNCIL FOR INTERNATIONAL UNDERSTANDING

Remarks Before the Joint Meeting of the State and National Advisory Councils

Before most of you who read this paper had accepted service on your State Advisory Councils on Vocational Education, I had already warned you in my report on organizing the Councils that many professional educators would attempt to control your organizations and operations. I know that few of you believed me then, but that as the months went by, my description of the various tactics which would be used were borne out by your experiences. Then in April, 1969 I wrote an article on how the professional educators who had failed to control you would next attempt to confuse you. You laughed at me! But you all have seen many of my predictions take place.

Today, those of you who have refused to be controlled or confused -- that is, still hoping to have some constructive impact on the education of youth and adults in your States and the nation -- are going to learn of additional strategies in the arsenal of those professionals who are slightly ambivalent about allowing mere laymen to become involved in the highly complex field of education. And it <u>is</u> complex. Even many of <u>them</u> don't understand it!

In a program designed to defeat the foolhardy advisory council and its members in seriously attempting to be effective, there is a hierarchy of seven strategies available -- each supported by numerous tactical ploys. I liken these strategies to burial shrouds. You have already been exposed to the first two -- control, and if that doesn't work, confuse. Since these were thoroughly discussed in my previously published articles, let's go on to the next stage, the current strategy to which you are being treated -- that is, being ignored!

In the course of human events all of us expect to be subjected to the vicissitudes of life, and normal, fairly well-adjusted people are prepared for disappointments and set-backs. But the one thing few, if any, of us can take is being ignored. Hate me if you will, but don't ignore me!! I won't stand it!!! I'll quit!!!!

Aha -- that's it, you see. The professionals figure that if they simply ignore you -- not attend your meetings, pay no attention to your reports, not refer to you in their speeches and published articles -- you will be so frustrated that you will quit! Some of you will. Perhaps <u>many</u> will during this third stage.

For those of you who will not quit, the fourth strategy stage is being readied -- <u>disparagement</u>, <u>detraction</u> and, <u>if necessary</u>, <u>villification</u>. The tactics are simple. They consist primarily of <u>subtly snide</u> remarks about the Council and its members to politicians, newspaper reporters, legislators, community leaders, etc. These remarks range from "what makes him think he's so smart" to "these johnny-come-latelies," to "outsiders." Accompanying such remarks is a suggestion that if that so-and-so advisory council member weren't so obnoxious, it might be possible to build a new school in his community! The new school is just a promise to be considered, but it's surprising how effective such promises can be <u>in raising questions about the validity and soundness of judgement</u> of an advisory council member -- or even of the entire council. When such questions are in the air, it's very difficult, <u>if not impossible, for the council's deliberations and recommendations to receive credence and acceptance</u>.

If the council still attempts to function after application of the fourth strategy, the fifth strategy is a logical next step -- elimination. This strategy, of course, calls for legislation at both the federal and State levels. Now we all know that educators have a great deal of difficulty in getting legislation they claim they need. Yet, only two years after the federal legislation was passed which established the State Advisory Councils, we find new legislation being favorably considered by Congress -- the Employment and Training Act -- which calls for the establishment of a new type of advisory council. I hope none of you is

naive enough -- if you have been giving trouble to the State Education Department -- to believe you will automatically be appointed to these new councils.

The sixth strategy comes into effect if something goes wrong with the eliminating-legislation strategy. Sometimes the new legislation establishes a new committee and doesn't contain a clause eliminating the old one -- so that now we have an additional committee. This can turn out to be very useful if properly handled. I call it the strategy of proliferation. You appoint a lot of committees with overlapping jurisdictions and responsibilities so that no matter what one committee wants to do, several more committees have to be involved. This calls for coordination -- but the coordinators are the same professionals who didn't want advisory committees in the first place! Thus, if committees are forced on an administrator, the proliferation strategy is probably the most effective method for developing a state of catatonic ineffectiveness of the committees and the committee members.

But even if none of the above strategies work for some reason there is one final one available which I call the coup d'etat. It takes time to apply -- but there is nothing more final! This strategy calls for not reappointing troublesome council members at such times as their terms of office expire. It involves holding a banquet to honor this troublesome member for his unselfish and dedicated service. Of course, concomitantly, the vacancy is filled by a hack sworn to fealty to the professional. As I said, the coup d'etat may take a while longer than the others, but time is the ally of the professional in dealing with advisory committees. By the same token, time is the enemy of the committee members -- they have a limited amount to take from earning a living and devoting to public service.

Oh well -- only the most devoted would still be around for the coup d'etat anyway!! And it isn't nearly as bad as a coup de grace!!! The coup d'etat only kills you figuratively. The coup de grace can kill you really dead!

Let me point out that for every strategy I have described there is a counter-strategy which can be applied. But that's the subject of a workshop and not a paper or a speech. I would really enjoy conducting a workshop session for you on Burt's Seven-Step Formula for a Successful State Advisory Council. It is quite possible, however, that I may never need to conduct that workshop for State Advisory Councils on Vocational Education so long as you have the benefit of the leadership provided by Cal Dellefield and the National Advisory Council on Vocational Education. This committed and dedicated leadership is a bold new venture in the field of education. In the short period of its existence it has accomplished much in upgrading vocational education on the national scene. Not the least of its accomplishments is the status and prestige it has developed for the State Councils at the national level -- thus frustrating efforts of various professional educators to inhibit the effective functioning of many State Councils. But the real effort to thwart any strategies designed to negate your work in your own State and communities must, in the final analysis, come from you. Thus, my closing statement in saluting

you, your commitment and your dedication is to urge you to ignore any part of the message in this paper which represents a feeble attempt at being facetious, and to recognize my serious attempt to forewarn and forearm you. For I am committed to the proposition that the involvement in education of representatives of industry, business and other facets of our communities will help improve, expand and enrich the educational system of our nation. Such involvement can make our schools function as they must in order to be relevant and sensitive to our society of today and tomorrow. Unless such relevancy is achieved, public education may become an anachronism in our society. To prevent this from happening, you must play a dual role. First, assure that your Councils remain in existence; and secondly, that you take the initiative in achieving the cooperation from educators that both education and State Councils need in order to function as they must for the good and welfare of our people, our economy and our nation.

MR. SHERWOOD DEES, DIRECTOR, TECHNICAL AND VOCATIONAL EDUCATION, ILLINOIS

Remarks Before the Joint Meeting of State and National Advisory Councils

I represent a State Director of Vocational Education and I would like to talk about a case study, the Illinois Advisory Council. Really, we do not have these problems that Mr. Burt mentioned in Illinois.

If I tell you a little about our relationship from the angle of the State Director it might assist you in working on these problems that are so important today.

Yes, we feel we have a unique relationship. We have no censorship, dictatorship, no undermining or bitterness and fear of each other. Now Mr. Truitt is here, John Kontos, Jerry Dobrovolny, and Bill Nagel from Illinois and you can check with them in relation to this important matter of relationship.

Advisory Councils can take many forms. In some cases the council can become a captive of the Governor, the State Director of Vocational Education or some other group. In other cases, the council can become "an opposition council" whose main function is to oppose, divide and undermine. Such a council is harmful to our common cause.

The question is: what is the relationship of your council with the Governor's office, with the Governor himself, with the State superintendent, with the Director of Vocational Education, State Board of Education, manpower and labor groups, the legislature, business and industry.

I would like to give you some ideas this morning which I think in the long run will solve these shrouds to which Mr. Burt has referred. I would like to point out that many of these problems of relationship are new. For 40 or 50 years vocational education was a very low priority item for federal and State governments, a very low priority item in the schools, community colleges and in society.

As a State agency, vocational education existed for many years with a low paid staff and old equipment. We distributed federal dollars to local schools by reimbursing teacher salaries in agriculture and home economics. We served a few thousand students and nobody asked many questions. We were really left alone. Then the '68 Amendments came along and things really changed.

Let me tell you the story about the old baboon in the circus. He lived to be about 100 and he was traveling on a train in the mid-west when he dropped dead. He was with the Barnum and Bailey Circus, and they didn't know what to do with him, so they dumped him out as the train was going along.

This old baboon was wrinkled and had big calluses on his rear end. Some members of the Advisory Council were out pheasant hunting and they came upon this old baboon face up. They couldn't figure out what it was. One of them got a stick and turned him over and looked at him. He saw those calluses on his rear end and the wrinkled brow, and one of them said, "Who is he?" "He must have been the State Director of Vocational Education," the other answered.

Let me say that many of the problems of vocational education were the fault of the State Directors and the State agency. We have been the cause of many of these shrouds to which you refer. Now I represent the educational establishment. I have been in charge of vocational education for all schools in Illinois for a number of years. Yet, I am most critical of the failure of the schools to meet the needs in vocational education in our States. And I tell my fellow superintendents, "We have failed and this is our greatest need." And I have not been challenged on this point. I tell the presidents of junior colleges, "Your greatest challenge is to make a broad comprehensive program to meet the needs of all people in your district."

Now I would like to start, before I get into the specifics of what I expect of an advisory council, with some basic assumptions. I recognize there are failures, that schools may be 50 years behind the times, and that they are the slowest agency in our society to change. Schools have been overly academic and their curriculum has been irrelevent. In short, they have not been geared to meet the needs of individuals and society to date.

I would like to annunciate now my basic assumptions. Number one basic assumption is that vocational education is the best long-range solution to the problems of individuals and society today. Now we have tried stop-gap measures, but they have failed because employment is still the best solution to public assistance. In vocational education we are emphasizing the preventive to a greater extent than the remedial. I think a fundamental assumption is the importance of our program for individuals and society.

My number two assumption is that vocational and technical education is the greatest unmet need in the schools today. We talk about and get excited about various questions, but this is a fundamental, basic assumption. The average high school graduate, junior college graduate, or dropout could not answer the final question in a job interview: What can you do?

Career education is the greatest unmet need in the schools. I can find no fundamental challenge to this basic assumption.

Number three basic assumption - I think we all have to promote a total program. Too often advisory councils, along with the State directors and others, are tempted to be overly interested in one part of a program, for one level or one occupation. I think that a basic assumption is that we should be talking about a total program to meet the needs of all youth and adults.

Now, how do these three basic assumptions fit into the role of the advisory councils?

Number one, as a State Director, I want an advisory council that is independent. I don't want to serve on the council. I don't want my relatives on the council. I don't want staff members on the council. And I particularly do not want those prejudiced against us on the council. We want an independent council, politically and administratively.

We also want a council that tells it as it is. If you study the relationship in Illinois, you will see that our strength, our real feeling of operation -- which is not always one of agreement -- is based upon the council's independence. This independence is developed through a knowledge of the role each of us has to play, and a knowledge that these roles are not in conflict.

One of the interesting phases of advisory councils is that State Departments of Vocational Education and local schools have recommended advisory councils for their own districts for 40 years. Nonetheless, when the advisory council was named to look over the State staff's shoulders, they wondered if this was quite right. This is a paradox: it is one thing to promote it for others; it is difficult to know whether it is quite good for us. We think it is in Illinois and we think this point of independence is fundamental to the success of the council.

Number two: as State Director I want a council with initiative. I don't want to have to say, " Do you think this is important?" And I don't want to give them suggestions. I want them to do positive thinking and to establish their own priorities. This issue of initiative is fundamental in vocational education. Too often we have reacted after the fact. It is time for us to take a stand positively.

By the way, as I list what I expect from a council, I am applying these standards equally to myself and to our staff. I am, by nature of my function, I think, one of the most independent of all State Directors in the United States. I also think we in Illinois have more initiative than most. Initiative, positive thinking, being action-oriented and standing for something are the important elements. It is real easy to say, "Well, I am against this; you ought to change that." But what do you stand for?

The next point of what I think advisory councils need is, again, that the advisory councils have to promote the total program for all people. I come back to this point again, because this has been one of the major pitfalls in the past. We have pitted one facet against the other -- postsecondary versus secondary -- and occupations against one another down the line.

The advisory council must develop, as a State Director must develop, a continuous program of occupational attitude toward work at the elementary school level and develop a total program through adulthood. And this shroud about pitting one against the other, one section of the State against the other, is a real pitfall in operation. I want a council that is promoting a total program for all.

Now in order to carry out these changes, the advisory council must have, in my opinion, an executive officer, executive director, on a full-time basis. I understand some States have someone part-time or someone just assisting as time permits. If a State Department of Vocational Education needs a director, an advisory council needs a director or chief administrator. He is important. You will find this will make a big difference in the function of the council. And he should have a separate office away from the State Education Agency. He is not our staff. He is not a captive.

Third, in order to carry out these changes, we believe in open continuous communication. I personally try to attend most meetings of the advisory council. At most council meetings I say nothing, I listen. I think this is a valuable function. If I don't attend, an assistant director attends and reports on the meeting. Communication is essential.

Your role as an advisory council is to advise and evaluate. Some States have adopted the scattergun approach or Heinz 57 varieties approach to evaluation and have listed point after point of recommendations. It is my opinion that an evaluation should be limited to highest priority needs.

I know that we know our problems and we could list 50 or 60 needs. What really do we need to make a difference? We observed your interest and concern about MDTA yesterday. We have seen this developing for a year. We administer the MDTA programs in Illinois and this is a part of vocational education. But there is a fundamental question which I think is more important than this MDTA relationship and that is the priority of vocational-technical education by the federal government and by the State government. I could tell you that if this was a high priority of Congress and the Adminsitration, and if in every State this was the highest priority within the State, we wouldn't have such questions about labor's increasingly active role. But in most States and in the nation the question can be asked: how high is the priority of our programs?

I think that you have a real responsibility to focus in on our real needs and our real needs are fundamental, basic and the priority of this program is most important. The second major priority is financial support. We have talked about this. The Administration has talked about this, and in the State governments they have talked about it. But financial support has not been given to this program, only a lot of lip service. The State Directors would like to have you focus on the real issues which are very limited and not our problems that are very, very numerous.

In summary, let me just say that a State Director looks upon the advisory council as the greatest assistance for the program. Note, I didn't say assistance to the director. My enthusiasm and interest is to promote a program that meets the needs of the individual and society, and your role as an advisory council and my role as a State Director will be evaluated 15 years or so from now and people will say, "That is when they made a difference."

Your role is one to help meet the needs of people and this is the spirit that I catch in your meetings. It is not one to make a person financially, as a director, increase his salary, it is one of promoting a program.

We look upon the council as the most logical, reasonable and cooperative approach to help our office become closely related to business, industry and labor. We think that we have too long lived in isolation. We like the arrangement that the council is heavily influenced by recipients of our program.

We have no fear of the council. It is very interesting, I think, that at the first or second meeting that I attended with the council, I made this general comment: I said of all our relationships -- and let me tell you we are influenced by more groups today under the spotlight than any other agency in the State government -- when all the arrangements and the various relationships of all kinds are worked out -- the State Department of Vocational Education and the advisory council will have the best relationship of anyone.

Now this was a pretty big statement, because I included the State Commissioner, the State Superintendent, yes, even our State Board. But I feel strongly that this is the relationship. But you don't accomplish it through these problems that I have just mentioned.

Cal, it is a real pleasure to appear before you, to give some ideas of how a case study, the Illinois Advisory Council, works.

Thank you.

DR. CALVIN DELLEFIELD, EXECUTIVE DIRECTOR
NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Remarks Before the Joint Meeting of the State and National Advisory Councils

As we bring to a close this third meeting of the State and National Advisory Councils on Vocational Education, I am genuinely struck by the enormous strides which the State Councils have taken in providing leadership for vocational education. Some of the SACVE projects described here today, and many which were not mentioned, show the State Council taking the initiative in developing interest in vocational education at all levels, from the Governor's office to the general public. This type of creative leadership on the part of the State Councils is enormously important,

for as we have seen, getting attention for and developing interest in vocational education is one of the key steps in securing the types of funds and programs which can lead to a meaningful program of career education in the United States.

I have also been struck by the impressive job which the State Councils have done in the field of evaluation. Your comments on the progress of vocational education in your States have been of real value. In making such evaluations you have carried out the intent of Congress in establishing lay groups to report objectively and thoroughly on vocational education in the States. It is especially gratifying that the SACVEs have been able to make these contributions while guarding their advisory nature and not becoming involved in administrative responsibilities.

What is a continuing development on the part of the State Councils and what showed through clearly at this meeting is your willingness to cooperate on a regional and national level. The regional cooperation reported by members of the SACVEs shows a real awareness of the fact that there are certain projects which, undertaken in a cooperative manner, can have far more impact then when undertaken by the individual States. Moreover, the State Councils have shown a realization that each individual council can learn and benefit from the efforts of other councils. In addition, we have seen today at this meeting a superb example of the willingness of the SACVEs to work together on a national level and to pool their respective clout to work for common goals. I refer, of course, to the States' action with regard to the manpower legislation. No one State Council working alone would have had the impact on Congress that the joint resolution taken by the State Councils together will have. I congratulate you on this joint effort and look forward to more efforts of this kind.

Finally, let me say on behalf of the National Advisory Council that it has been a real pleasure to have you with us here in Washington. We have certainly benefited by hearing your views and we hope that you too have benefited from this meeting. We look forward to meeting with you again in the spring. In the meantime, please feel free to call upon the National Council whenever we may be of assistance to you. Thank you for your participation and for your continued contributions to the improvement of vocational education.

DELEGATES IN ATTENDANCE

Alabama

J.E. Mitchell

Alaska

Louis J. Licari

Arizona

F.R. Vihel

Arkansas

Lanny Hassell
Frank Troutman
Daniel Woods

California

Karl W. Kolb

Colorado

Irwin McKay
Stow Witwer

Connecticut

Kathleen Tracy

Delaware

George McGorman

District of Columbia

Mary French
Frank Gregory
Albert Long
William Rich
Lillie Sampson

Florida

Walter Clausen
William B. Howell

Georgia

Don Cargill
Charles McDaniel

Illinois

Don Truitt
John Kontos
William Nagel

Indiana

Richard Goshert

Iowa

Harlan Geise
R.H. Koons

Kansas

T.R. Palmquist

Kentucky

Billy Howard
George Joplin III

Louisiana

Van Burns
Marie Louise Hebert

Maryland

Ruth James
Max Jobe
Henry Kimmey
John Rawl

Massachusetts

Kenneth Kelly
Leo Renaud

Michigan

Joe Tuma

Minnesota

Ruth Crassweller
George DeLong
Jerome Enright
Donald Metz
Burleigh Saunders

Mississippi

Harold White
Walter Washington

Montana

William Ball
Linda Skaar

Nebraska

C.A. Cramer
Emmett Lee
W.J. Placek

Nevada

J. Courtney Riley

New Hampshire

Paul Goldsmith
Andrew Moynihan

New Jersey

J.W. Helmstaedter

New Mexico

Melvin McCutchen

New York

John Briscoe
Walter Juckett

North Carolina

Joe Clary

North Dakota

Arthur Link
John Gefrak

Ohio

Warren Weiler

Oklahoma

Caroline Hughes
Roy Stewart

Oregan

Howard Baker

Pennsylvania

Frank Young

Rhode Island

William Carroll

South Carolina

T.C. Kistler
Robert White

South Dakota

Glen Barnes
E.B. Oleson

Tennessee

William Harrison
Jack Carr

Texas

Alton Ice

Utah

Jack Higbee

Vermont

Gerald Greenmore

Virginia

Art Walker

Wisconsin

Margaret Neilsen
John Kramer

Wyoming

Clint Harris
Dale Ensign

NACVE

Dr. Richard Allen
Mr. Hugh Calkins
Mrs. Louis Bachman
Dr. Jerry Dobrovolny
Dr. Jack Michie
Dr. Luis Morton